



## Senate

General Assembly

**File No. 204**

February Session, 2012

Substitute Senate Bill No. 384

*Senate, April 2, 2012*

The Committee on Higher Education and Employment Advancement reported through SEN. BYE of the 5th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

### ***AN ACT CONCERNING TEACHER PREPARATION.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

- 1      Section 1. (*Effective July 1, 2012*) The State Board of Education, in  
2      consultation with the Board of Regents for Higher Education, shall  
3      study issues concerning teacher preparation, including, but not limited  
4      to, requiring (1) every student enrolled in a program of teacher  
5      preparation leading to a professional certificate to spend a minimum  
6      number of hours student teaching, beginning in the student's first year  
7      in such program and continuing every year thereafter that such  
8      student is enrolled in such program, including, but not limited to, a  
9      certain number of hours working with special education and gifted  
10     students, (2) any candidate entering such a program of teacher  
11     preparation to possess a minimum cumulative grade point average of  
12     3.00, (3) any candidate entering such a program of teacher preparation  
13     to meet the requirements of the academic program in the subject area  
14     in which such student plans to teach, and (4) each institution of higher

15 education offering such a program of teacher preparation to annually  
16 provide each candidate in such program with information regarding  
17 subject and geographic areas in which a teacher shortage exists, as  
18 determined by the Commissioner of Education in accordance with  
19 section 10-8b of the general statutes, and encourage each such  
20 candidate to take teaching jobs in such subject and geographic areas.  
21 Not later than April 1, 2013, the State Board of Education shall report  
22 on such study and deliver a comprehensive set of recommendations  
23 regarding such issues to the Department of Education, the Board of  
24 Regents for Higher Education and, in accordance with the provisions  
25 of section 11-4a of the general statutes, the joint standing committee of  
26 the General Assembly having cognizance of matters relating to higher  
27 education.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2012	New section

**HED**      *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

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***OFA Fiscal Note***

***State Impact:*** None

***Municipal Impact:*** None

***Explanation***

The bill, which requires the State Board of Education in consultation with the Board of Regents for Higher Education, to study and report on issues concerning teacher preparation, will not result in a fiscal impact, as both agencies have staff with expertise in this area.

***The Out Years***

***State Impact:*** None

***Municipal Impact:*** None

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**OLR Bill Analysis**

**sSB 384**

***AN ACT CONCERNING TEACHER PREPARATION.***

**SUMMARY:**

The Office of Legislative Research does not analyze Special Acts.

**COMMITTEE ACTION**

Higher Education and Employment Advancement Committee

Joint Favorable Substitute

Yea    20    Nay   0    (03/20/2012)